

ANNUAL REPORT

1975 - 1976



Lawrence Public Schools

LOCAL
HISTORY

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Annual Report

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Lawrence Public Schools



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Lawrence, Massachusetts

1975-1976

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	Term Expires
HON. JOHN J. BUCKLEY, Mayor Chairman Ex-Officio	December 31, 1977
EDWARD J. CALLAHAN, Esq.	December 31, 1977
MR. WALTER V. BURNS, Jr.	December 31, 1977
MRS. CAROLE A. SCHULTZ	December 31, 1978
MR. STEPHEN N. ZANNI	December 31, 1978

SCHOOL ADMINISTRATION

Maurice F. Smith	Superintendent
Ernest E. Zaik	Assistant Superintendent in Charge of Instruction
Suzanne M. Piscitello	Assistant Superintendent in Charge of Programs Financed by Other Than Local Appropriations
Joseph T. Harty	Administrative Assistant

Directors, Coordinators, Supervisors

Mary M. McDonough	Director of Elementary Education
Francesco M. Benenati	Coordinator of Title VII Program
Francis S. O'Connell	Coordinator, Non-Instructional Services
John Dulmage	Coordinator, Instructional Media & Public Relations
Fred Samia	Coordinator, Adult Action Center
James A. Steward, Ph. D.	Director, Pupil Services Department
Katharine K. Rodger	Advisory Specialist, Title IV
William Arvanitis	Principal, Evening High Schools
Walter R. Witkos	Supervisor, Custodians in Public Schools

SUPERINTENDENT'S REPORT

In attempting to summarize the highlights of the 1975-1976 school year, this report will relate to significant changes in administrative personnel and significant events that occurred, which in the opinion of the Superintendent of Schools had, or will have, an influence on the conduct of the Lawrence Public Schools.

SIGNIFICANT CHANGES IN ADMINISTRATIVE PERSONNEL

In a school system of the size of Lawrence, each school year has a considerable number of resignations and appointments in teaching, administrative and service personnel. Usually, the number of such changes is too large to make it feasible that each one be mentioned in an annual report such as this. During the 1975-76 year, there occurred such an unusual number of administrative retirements and appointments that it seems important to especially recognize them, not only to pay respect to those leaving the school system, but also to express best wishes to the new appointees who have such challenging situations to meet as they assume their new duties.

The following administrators retired during, or at the end, of this school year:

Dorothy Donahue, Coordinator of Home Economics for the Elementary and Junior High Schools

Robert Doiron, Coordinator of Industrial Arts

Joseph Pulvino, Coordinator of Music

Genevieve Cahill, Principal Lawlor Elementary School

Mary Lynch, Principal Hennessey Elementary School

In each instance, the Lawrence School Committee voted that the resignations for reason of retirement be accepted with deep regret, and that letters of appreciation be sent to each one expressing heartfelt thanks for the many years of dedicated service they have given to the children of Lawrence.

The following changes in administrative appointments occurred in this school year:

Ms. Kathleen Borys transferred from the position of Assistant Principal at the Bruce School to Principal of the Lawlor School.

Mr. Martin Shannon was appointed as Assistant Principal of the Bruce School.

Mr. James Scully transferred from the position of Principal at the Salem Street School to the position of Principal at the Hennessey School.

Mr. William Arvanitis was appointed as Principal of the Lawrence Evening High School.

Mr. Donald Tremblay was appointed as Director of Physical Education and Athletics.

Ms. Suzanne Piscitello was elected Assistant Superintendent of Schools in Charge of Programs Financed by Other Than Local Appropriations.

In the opinion of the Superintendent of Schools, all of these appointments have served to strengthen the administrative staff responsible for operating the Lawrence Public Schools.

SIGNIFICANT EVENTS

I. Improvement of School Facilities

A. Progress Towards a New Lawrence High School

During this school year, considerable progress was made toward the construction of a new Lawrence High School:

- 1. The proposed site for the new high school [Shawsheen-Costello Park] was declared approvable for educational adequacy by the Massachusetts Department of Education.*
- 2. Under the leadership of Assistant Superintendent of Schools, Ernest Zaik, the educational specifications for the new high school were developed and approved by the Lawrence School Committee. These specifications included, in addition to the usual facilities, a swimming pool and a skating rink. Unfortunately, these areas later had to be eliminated in order to keep down the cost of construction, and the maximum net square footage for the building was eventually set at 209,345 square feet.*
- 3. Architects Henneberg & Henneberg developed detailed drawings of the new high school.*

B. Progress Toward Other Needed School Facilities

During this school year, while setting the con-

struction of a new high school as the first priority in a long range plan for school facilities, the Lawrence School Committee approved as the second priority the establishment of a middle school organization [Grades 6-8] with the following rehabilitation and construction program to take place:

- 1. Rehabilitation of existing high school [approximately 931 students Grades 6-8].*
- 2. Rehabilitation and addition to Oliver Junior High School [approximately 600 students Grades 6-8].*
- 3. Rehabilitation and addition to Kane Junior High School [approximately 800 students 6-8].*

By establishing a middle school organization which will contain all of the sixth grades, as well as the seventh and eighth, it is hoped that classroom space will be available in the elementary schools so that it will not be necessary to continue renting such space, or that, at the very least, it will be reduced considerably.

II. Program Review of Transitional Bilingual Education Conducted by the New England Regional Educational Center and the Division of Curriculum and Enstruction of the Massachusetts Department of Education

This survey was conducted by representatives of the Massachusetts Department of Education and was critical of almost every phase of the Bilingual Education Program in the Lawrence Public Schools. While some basic philosophical differences have appeared between the educational

beliefs of the Lawrence School Committee and administrative staff, and the procedures outlined in the legislation and resulting regulations of the Massachusetts Department of Education, the School Committee has directed that the criticisms of the survey be corrected, and the staff is attempting to plan and implement a program which will fully comply with such regulations.

The areas covered by the survey are illustrative of the concerns of the representatives of the Massachusetts Department of Education:

- Conducting the Annual Census
- Procedures for the identification and placement of bilingual students
- Pupil-teacher ratio and age span
- Grouping patterns of students
- Transference of students
- Bilingual kindergartens
- Personnel and staff development
- Facilities
- Parent Advisory Committee

As the staff completes studies of the best ways for the Lawrence Public Schools to comply with the stipulations of the survey, recommendations will be made to the School Committee for approval, and the State Department of Education will be given progress reports. It is expected that in addition to establishing carefully planned procedures, additional bilingual personnel will have to be employed.

III Policy Codification Project Awarded to the Merrimack Education Center

Upon the recommendation of the Superintendent

of Schools, the Lawrence School Committee awarded this project to MEC, and it well may be that this is one of the most important actions yet taken by the Committee. When this project is completed, the Committee will have indicated to the Superintendent of Schools, and the staff, a firm guide to be followed in all phases of the operation of the schools. The regulations issued by the Superintendent to direct the operation of the schools will conform to these policies.

MEC agreed to perform the following:

- Create a well codified manual of School Committee policies from existing school district documents.
- Install a system for the effective development, administration, and continuing review of school district policies.

It can be seen, from the latter performance objective above, that it is not intended that the School Committee Policy Book, after being established, remain static and never change. Instead, it will be reviewed, and the changes made will reflect the thinking of the Committee and the recommendations of the staff on a current basis.

IV Lawrence School Committee Adoption of Policy No. 5144 1, Discipline Code for the Lawrence Public Schools

The opening statement in this document perhaps best summarized the intent of this policy:

"The School Committee's primary concern is that students who wish to learn can do so in an environment conducive to learning, and that

every available disciplinary and prescriptive means be employed on behalf of those who would destroy or deny such an environment. The sole objective of this policy is to ensure fair and equitable handling of disciplinary problems.

This policy is intended to standardize procedures and guarantee equally the rights of every student in the Lawrence Public School System. It reflects expressed concerns on the part of the community."

This far-reaching policy establishes procedures for the school system to follow in such areas as:

*Searches of students
Possession and distribution of literature
Freedom of expression and assembly
Temporary suspension
Full suspension
Exclusion*

The development of this policy was exemplary in the opinion of the Superintendent of Schools. Dr. James Stewart conducted an original study related to student conduct and rights that included the following:

*School laws and Supreme Court rulings
Policies of other school systems
Materials produced under the auspices of
HEW*

After a first draft of this policy was written, it was presented to school administrators and teachers, and also to human service agencies in the City and representatives of the Lawrence Police Depart-

ment. The suggestions of all participants were considered and were included when deemed proper. When the final document was presented to the School Committee for adoption, it represented the thinking of many people, and it is hoped that the resulting philosophy of the policy will have a positive effect in the handling of student discipline in all schools of the system.

V. The Fire at 1 Mill Street

This fire had a devastating effect on the materials and equipment in the Central Administrative Office for the Lawrence Public Schools. At the time it happened, in June 1976, it seemed to draw all members of the clerical and administrative staff closer together, as everyone valiantly strived to keep the school system operating, often under intolerable conditions.

While temporary quarters have been found for the Central Administrative staff, it will be necessary for the School Committee to find permanent quarters as soon as possible, where the Central Office staff can best work as a team, and as individuals, in coordinating and supervising the Lawrence Public Schools.

VI. Ada Ryan, Payroll Clerk

Miss Ryan was more than a Payroll Clerk, as she exemplified everything a person should be in any type of position--dedication to duty, a friend to everyone, and cheerful in all kinds of situations. Her death, during this school year, has created a loss which will be felt by everyone in the school system. The words of the Superintendent of Schools, at a School Committee meeting on May

17, 1976, while extemporaneous, and certainly inadequate, perhaps indicate the love and respect people had for this woman:

"I don't think I have been impressed with anyone as I have with Miss Ryan since my arrival in Lawrence. She's the kind of person who would appear at 5:30 a.m. to make calls for substitutes and do everything that was asked of her, and more, throughout the remainder of the day--always with a smile. I would say that she may be one of the most beautiful people I have ever met, and I just wanted to especially mention her this evening--a wonderful person."

THE PROCESS OF EDUCATION

ELEMENTARY EDUCATION

The administrative staff of the elementary schools had several new members. Mr. William Carey was elected as Principal of the Saunders School, Mr. James Scully became the Principal of the Salem Street School, and Mrs. Kathleen Borys assumed the position of Supervising Assistant Principal at the Bruce School.

Assistant supervisors of special subjects were appointed. Mrs. Dorothy Seed was appointed as Assistant supervisor of Art, Miss Gail Griffin, music and Mr. Sam Scuderi, Physical Education.

Curriculum Development

Comprehensive work was done in the area of curriculum development. Teachers from every grade level were involved in the development of scope and sequence charts, activities and materials. Language Arts, Music, Physical Education, Art, Mathematics and Health were areas developed.

The amount of time spent in this important educational activity will certainly result in improved programs for students.

Each year the Continuous Progress Reading Program is further refined and gives an immediate picture of each student.

Learning Fair

Another successful Learning Fair was held in April at the Bruce School. This year the quantity of the exhibits surpassed the previous years.

This is another example of how much material teachers are developing to meet the needs of students.

Spelling Bee

For many years, the Ethel Farrington prize was awarded at the grammar school graduation.

With the institution of the Junior High program the prize money was not used until this year. Mr. Walter Pearson, one of the donors, requested that three cash awards be given.

Grades four to six held spelling bees on consecutive days.

The student interest was tremendous and many parents took time to attend the sessions.

Hopefully, the interest in correct spelling will carry over into written work.

Testing

The testing program showed students achieving at the national norm and above in all of the major subject areas. This is only one indication of the efforts of the staff.

Mini-Courses

The teachers in most of the intermediate buildings

have developed a series of mini-courses in a wide variety of areas. The student interest and the efforts of the staff are commendable and the results of these courses are far reaching. Some deal in arts and crafts, music, science, plants and in most cases stimulate further study in the area.

The many problems faced by urban school systems require adjustments that are often difficult to make, the staff of the elementary schools has exerted every effort to make these changes.

SECONDARY EDUCATION

With the excellent work of central office personnel and secondary administration and teaching staff, much was accomplished in the school year 1975-1976 in the never-ending process to continuously improve the educational program in Grades 7-12 in the Lawrence Public Schools. At the junior and senior high levels, much emphasis was given to curriculum, staff development, and the improvement of instruction.

In the Fall of 1975, the Oliver and Kane Junior High Schools underwent the self-evaluative process as defined in the criteria established by the New England Association of Schools and Colleges. As members of the Association, the two schools followed a year long process in reviewing areas such as curriculum, staff, facilities, and pupil services. These self evaluations were completed by each school in anticipation of formal visits from NEASC visiting committees in the Fall of 1976.

Included as part of the junior high NEASC evaluation, for the first time in the history of the junior high schools a comprehensive curriculum, both for the regular and bilingual programs, was developed. The guide

included the areas of English, Developmental and Content Reading, Mathematics, Science, Health, Social Studies, Foreign Languages, ESL, Industrial Arts, Home Economics, Art, Physical Education, and Music.

At the high school level, revisions and improvements were also made in many of the above mentioned curriculum areas.

Released time at the junior and senior high levels was scheduled to help in the professional growth of the teaching staff. Various programs and topics were planned once or twice a month with the express purpose of improving the effectiveness of classroom instruction.

A large work study component was implemented at the High School during this year. Approximately 102 students participated in the federally funded project. Student compensation was for work in the public sector, and various municipal departments benefited from the added man power.

The introduction of the Performance-Based Teacher Appraisal Program occurred at the elementary and junior high levels. The program centers around self-analysis and mutually set objectives between the teacher and supervisor. The whole program emphasizes administrative support and attempts to help the teacher to grow in his or her classroom effectiveness.

Throughout this year, significant progress was made in completing the schematic drawings for the new Lawrence High School. Importantly, these drawings were developed around approved educational specifications which reflect the anticipated curriculum program in the new school.

At the junior and senior high levels, program 'Building Plans' was completed in anticipation of a future review by the Office of Civil Rights. The Building Plans are aimed at achieving two major goals:

- 1) The reduction of cultural isolation in the Lawrence Public Schools.
- 2) Provide equal educational opportunities in all the schools.

In 1975-1976, more progress was made in communicating with parents and involving them in their schools. Parent Advisory Councils were established at Lawrence High School and the Kane School. A parent newsletter was established by the high school principal, and the Bilingual Parent Advisory Council encouraged bilingual parents to become more involved in parent-school related activities.

The capacity to print literature for both the high school, other schools, and central administration was greatly increased with the addition of another computer-graphic machine and a collating machine. The new capability allows high school students to print all of their publications except the yearbook. The graphic arts shop at the High School is now beginning to realize a considerable savings in printing costs, and students are receiving first-hand, modern printing experiences.

In behalf of the students, a deep appreciation is expressed to the many Lawrence and Greater Lawrence agencies for their excellent cooperation and support throughout the school year. Without their assistance, the task of educating our children would have been considerably more difficult.



PUPIL SERVICES

The school year ending June 30, 1976, provided the first documented evidence of the (actual) financial impact of Chapter 766 in Lawrence and throughout the Commonwealth. Because the programs offered were in place from September through June (unlike the initial year of the implementation, namely 1974-75), the cost figures were actual allocations rather than estimates of projections. Additionally, comparable statistics for the Commonwealth were also made available by the Department of Education. The figures that follow will, therefore, permit the reader to see the Lawrence pattern against the Commonwealth background. The comparative data are both instructive and revealing.



- NOTES: (a) 100 students were being serviced in two prototypes. Therefore, 1059 students were being assisted by individual programs.
- (b) The typical student was spending approximately 65 per cent of his day in regular education. Therefore, the FTE (Full Time Equivalency) was 360.6.

FIGURE 1

Special Needs Students in Lawrence Served by Chapter 766 Prototype

Prototype	Description	Number Served
502.1	Regular Education with Modifications	389
502.2	Regular Education with no more than 25 per cent in special classes	340
502.3	Regular Education with no more than 60 per cent in special classes	194
502.4	Substantially separate programs (in the Lawrence Public Schools)	84
502.5	Day School Programs (not administered by Lawrence Public Schools)	33
502.6	Residential School Programs (not administered by Lawrence Public Schools)	62
502.7	Home or Hospital Programs	10
502.8	Parent-Child Instruction	0
502.9	Diagnostic Programs	1
606.1	Pre-School Programs	46
TOTAL		1159

FIGURE 2

**The Annual Special Needs Program Cost
Based On Full Time Equivalencies**

	Massachusetts	Lawrence
1. Total Direct Instructional Costs	\$142,687,562	\$1,033,935
2. Average Membership	37,576.2	360.6
3. Per Pupil Expenditure (on a full time equivalency)	\$3,797	\$2,867

- NOTES: (a) Lawrence had approximately 1 per cent of the Commonwealths' special needs membership.
- (b) Proportionately, Lawrences' costs could have been 25 per cent higher and still have come out lower than state costs.

FIGURE 3

**State Aid To Special Needs Programs
In Lawrence For The Fiscal Year
Ending June 30, 1976**

Total Lawrence Expenditures	\$1,918,901
Total Reimbursement	\$1,285,459
Average Reimbursement Per Cent	67

- NOTES: (a) The total expenditures are made up of the direct instructional costs (Figure 2), indirect costs including supportive services, plant maintenance and transportation.
- (b) Lawrence received 67 cents from the Commonwealth for each \$1.00 of Special Needs expenditure.

FIGURE 4

Comparison Of Annual Expenditures In Lawrence
For Regular And Special Needs Students
For The Fiscal Year Ending June 30, 1976

	Totals
1. Special Needs Annual Cost} 35 % of \$2867 + 65 % of \$796	\$1520
2. Regular Student Annual Cost	\$ 796
3. Per Cent Expenditure for Special Compared to Regular Student	191

NOTES: (a) Lawrence per student cost in regular education is \$796 annually compared to \$953 annually for the Commonwealth.

(b) Lawrence per student annual cost in special education is, therefore, 159 per cent of the average regular education cost per child per year for Massachusetts.

Conclusions from Figures 1 through 4.

1. Lawrence annual costs per child in special education are substantially lower than the State averages.
2. Lawrence has received substantial State reimbursements because the formulae are determined by State average costs.
3. The only area (from Figure 1) or prototype that Lawrence had cost averages above the State was for day schools. The tuition charged by a day school is determined by the Massachusetts Rate

Setting Commission. Consequently, the City of Lawrence cannot negotiate tuitions but must accept the established rates for the schools in this geographical area. One must conclude that there are less costly schools in other areas of the Commonwealth or that the Lawrence children required day placements that were atypical. A review of the student registry supports the second conclusion.

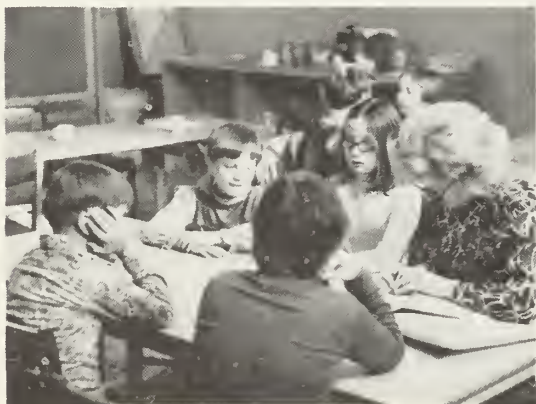
In addition to the issues noted above, there was another major development in the Pupil Services Department in 1975-76 that promises to have a profound impact in the years ahead. On March 3, 1976, the School Committee adopted a District Testing Schedule (Figure 5).

FIGURE 5

LAWRENCE PUBLIC SCHOOLS
DISTRICT TESTING SCHEDULE

GRADE	MONTH	TITLE	ADMINISTERED BY
3	October	Comprehensive Test of Basic Skills	Teachers
4	October	Gates MacGinitie Reading Test	Reading Specialist
5	October	Gates MacGinitie Reading Test	Reading Specialist
6	October	Gates MacGinitie Reading Test	Reading Specialist
7	October	Gates MacGinitie Reading Test	Reading Specialist
8	October	Differential Aptitude Tests (DAT's)	Vo. Tech. Guidance
9	January	Comprehensive Test of Basic Skills	Guidance
9	January	Otis-Lennon Mental Ability (Make-up)	Guidance
10	January	Davis Reading Test	Guidance
10	January	ASVAB (optional)	Guidance
11	January	Otis-Lennon Mental Ability	Guidance
12	January	ASVAB (optional)	Guidance
2	February	Otis-Lennon Mental Ability	Teachers
4	February	Otis-Lennon Mental Ability	Teachers
7	February	Otis-Lennon Mental Ability	Homeroom Teachers
2	May	Gates MacGinitie Reading Test	Reading Specialist
3	May	Comprehensive Test of Basic Skills	Teachers
5	May	Comprehensive Test of Basic Skills	Teachers
6	May	Comprehensive Test of Basic Skills	Teachers
8	May	Comprehensive Test of Basic Skills	Homeroom Teachers

The test analyses will be utilized to supplement Classroom teacher estimates of pupil achievement and to assist administrators and counselors in curriculum determination and program selection. In two or three years a data base will exist to permit the establishment of City of Lawrence norms'. Additionally, the scores of students with special needs and the scores of others from non-English dominant homes are being gathered separately. Within three years, Lawrence will be able to disregard the misleading publisher's norms for these students. The use of local norms offers valid estimates of academic potential that hitherto have not existed. In future annual reports, these findings will be shared with the readers. Finally, annual statistical analyses will be reported to the school personnel and through the School Committee to the public. We will have factual data to support or refute arguments related to declining reading scores, college admission test scores, and other critical areas. The problems are complex and the solutions are controversial but a solid data base is essential to substantiate recommended changes.



THE INSTRUCTIONAL MEDIA PROGRAM

This year has been a most successful one for the Instructional Media Program. It has made significant gains in three areas: program, building-level media collections and building-level media centers. The Program has offered a wider variety of formal and informal teacher training workshops, in production techniques of media materials such as slides, audio cassette tapes and lamination. It has also shown teachers how-to-operated AV equipment. In addition, the system-wide Media Center has offered special and routine production services such as video taping of musicals for use on cablevision, rental arrangements for outdoor loudspeaker systems for plays, musicals, spelling bees and flag day ceremonies. The system-wide Media Center has provided speedy and timely repair of AV equipment for the schools. Previously, a haphazard and unreliable repair system provided slow and undependable assistance.

The Instructional Media program has also provided quick assistance to building principals and system-wide personnel in ordering AV materials and equipment. Through a planned purchasing strategy, the Instructional Media Program has standardized AV equipment and materials for centralized bidding. Then, as these materials arrive in the buildings, each item is placed on a master inventory list and the equipment is engraved and inventoried then placed in a computerized system. This method provides for total inventory control and security within each school. Moreover each public school building has received a cable drop which will allow the children to see educational television programs upon request. TV programs can also be locally produced and fed through the cable system to the schools or to the home for educational viewing. This is quite an advancement.

Secondly, building-level media collections have increased their size and scope of materials. Now, due to a carefully controlled process of selecting and purchasing AV materials children have more materials in a wide range subject area and high interest materials available in a larger variety of books, filmstrips, audio cassette/books, 16mm films, and educational puzzles. This means children can learn in a number of different ways. This method provides more interest, stimulation, and ultimate understanding of class material and content. Any child now can explore many new worlds in his environment through the use of instructional media.

This process all happens in a place called a media center or resource area which are designed to meet the needs of every building where they are found. The building media center this year has enabled students to acquire and strengthen skills in reading, observing, listening and communicating ideas. The Student interacts with others, masters knowledges as well as skills, develops a spirit of inquiry and achieves greater self-motivation, discipline and a capacity for self-evaluation. The media center in each building provides for all these wonderful activities like never before available or possible.



PUBLIC RELATIONS PROGRAM

The Public Relations program has finished its third year and a most successful one at that. Through closer work with the Today newsmagazine, the Eagle Tribune and WCCM and WLLH, the school system has received more positive educational publicity than ever before. The Today newsmagazine has featured a large amount of special articles throughout the year highlighting many different programs and school events. The Eagle Tribune has increased its school news coverage this year by taking more pictures and writing more penetrating articles about school programs and curricula than last year. WCCM and WLLH too have been keys to this year's Public Relations success story. Through the use of public service announcements and mini-documentaries spotlighting special events and programs, the Lawrence Public School system has changed its image significantly. American Education week, Individually Guided Education (IGE) week, Right To Read week were special events which the local newspapers and radio media saturated with coverage.

Other public relations events included three parades: Leahy Day, the Christmas parade which won 1st prize in the senior division and the St. Patrick's Day.

Within the school system, the Monthly Bulletin has featured a wider variety of news stories about the various programs and people that teach the Lawrence children. In addition, using a wide array of flyers, bulletins and announcements, the public relations program has kept all staff well informed of school-wide activities.

One fact is clear: the Public Relations program has kept its goal in mind: to keep staff and the community informed.



ADULT CONTINUING EDUCATION

Based on a total enrollment of 842, the cost per student at the Adult Action Center and satellite programs was \$139.72 for the fiscal year 1975-76. The figures also show a cost per student hour of \$1.79.

In addition to the Adult Action Center, satellite programs are conducted at the Lawrence Jail and House of Correction and the Merrimack Courts housing project. Linkages for educational components have been ongoing with CETA and the Work Experience Program. The same holds true for community agencies such as the Division of Employment Security, the Welfare Office, the Massachusetts Rehabilitation Commission, the Probation Offices, and the school systems of Greater Lawrence, which often use the Adult Action Center as an alternative type of education for some of their students.

Nearly 100 veterans took advantage of the Adult Action Center during the year, following approval of the Center as an educational facility by the Veterans' Administration and the State Department of Education.

With an active enrollment that stays around the 300 mark, out of a total enrollment for the year of 842, the average number of students who attend the Center is 90, with attendance sometimes hitting the 125 and 135 mark during the most active period of the program. A total of 65,552 hours was logged by the students during the year.

Now that the Adult Action Center has been certified as a G.E.D. Testing Center, approximately 100 persons from Greater Lawrence and other parts of the state are tested monthly for their High School Equivalency Certificates.

The Center operates on a 12-hour day, Mondays through Thursdays, going from 9 a.m. to 9 p.m.; Fridays, the Center is open from 9 a.m. to 5 p.m. During the months of July and August, the summer schedule sees a 9 a.m. to 5 p.m. day.

The Adult Action Center is providing an 'alternative' education atmosphere for the Lawrence School Department. During the year, special events conducted included the following: Bloodmobile; Awards Night; Adult Education Awareness Night; and Christmas party. Staff members have taken part in conferences, workshops, and exhibits.



Following is a list of the total hours and daily average number of students for FY 75-76:

Month	Total Student Hours	Average Number of Students Daily		
July	4563.5	51		
August	4521.0	62		
September	4631.5	82	Federal Money	\$60636.00
October	7155.5	128	Local Money	54850.00
November	7614.5	113		
December	5575.5	108		\$115486.00
January	5352.0	100		
February	5067.0	100	W.E.P. & CETA Money	3995.27
March	7676.5	95		
April	4105.0	88		\$119481.27
May	5755.5	98		
June	3534.5	52	Federal Money Returned	1835.09
Total	65552.0	90	Total Funds Expended	\$117646.18

Total Expenses	\$117646.18	= \$1.79 cost Per Student Hour
Total Student Hours	65552	

Total Expenses	\$117646.18	= \$139.72 cost Per Student Enrolled
Total Enrollment	842	

STAFF

Full-time coordinator Fred Samia

Full-time guidance counselor Theresa J. Martin

Full-time teachers Margaret Coady
Ann Shields Ferris

Part-time teachers Brenda Galvin
Margaret Dyleski
A. David Torrasi
Sr. Theresa Lanouette
Carol R. Jones
Helene G. Ryan
Mary T. Wesson
John Mele (substitute)

Full-time aides Angel E. Caminero
Daniel Kiamie
Natalie Miller
Diane Nadeau
Joseph Pane
Shirley Tripoli
(CETA trainee)

Part-time aides Michael Ferris
Malbine Shaheen
(substitute)

Financial Secretary-Clerk Edna M. Smith

Maintenance aide Robert Purdy
(CETA trainee)



Lawrence High School Evening Division

The Lawrence Evening High School expanded its course offerings during the 1975-76 year to include in-service credit opportunities for Lawrence teachers and the introduction of a business department that provided skills training for immediate employment.

Four hundred and seventeen (417) students participated in evening classes of one form or another during the year.

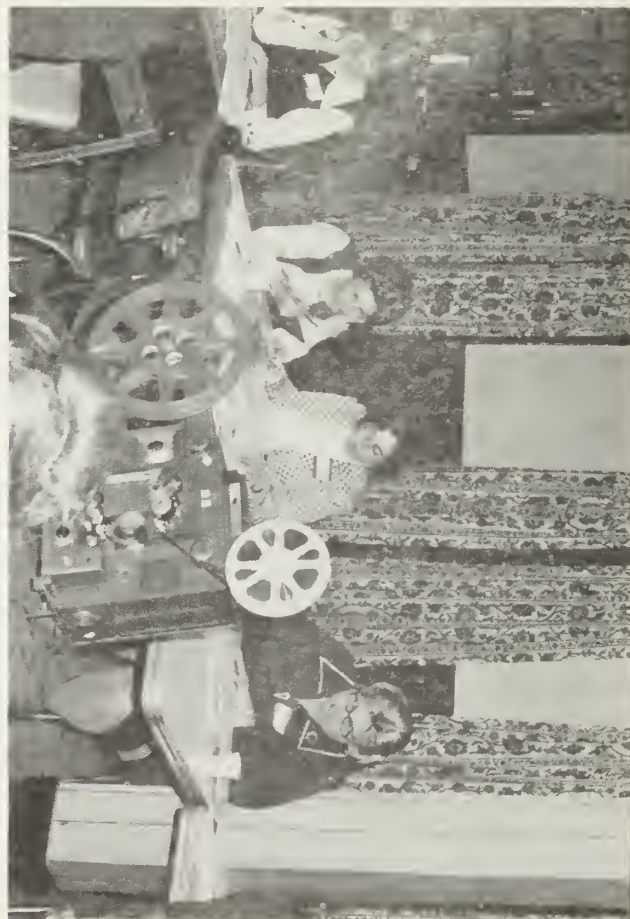
One hundred and eighty-six (186) individuals sought academic credit toward procurement of a high school diploma.

Twenty-seven (27) of the department's participants receiving a Lawrence Evening High School Diploma at the commencement exercises on March 30, 1976.

For the first time, Languages were introduced into the Evening High School curriculum with the offering of Conversational Spanish.

The thirteen (13) member faculty offered courses from English, Math, Chemistry, History and Spanish to Typing, Office Machines, Shorthand and Accounting.

The Civics and Immigration Department, a division of the evening high school, served one hundred and thirty-one (131) Non-English Speaking Adults during the academic year, supervised by Attorney Daniel J. Leonard. A faculty of seven (7) instructors offered three levels of English as a Second Language from September to April of 1975-76, with eighty-seven (87) adults who received course completion certificates on commencement day.



FEDERAL PROGRAMS

TITLE I

The ESEA Title I Project R.E.A.L. H.O.P.E.S. was conducted by the Lawrence Public Schools during the academic year 1975-1976. Project implementation occurred in 7 public schools, 6 private schools, and the Greater Lawrence Mental Health Clinic. The project consisted of the following 9 programs:

Early Childhood Education	Poet in Residence
English as a Second Language	Project Amistad
Language Development	Remedial Reading
Listening Expression	Teacher Aide
Mother-Child Home	

Twenty-eight teachers, 89 teacher aides, and a poet implemented the first 8 programs in the following schools: Arlington, Hennessey, Holy Rosary (CIP), Holy Trinity, Lawlor, Leahy, Leonard, Park Street, St. Anne, St. Augustine, St. Francis, St. Lawrence (CIP), and Tarbox. The Mother-Child Home Program was implemented at the Greater Lawrence Mental Health Clinic by a staff of 10. The total budget for the project was \$630,000.00.

Instruction was conducted on an individual and/or small group basis. Students enrolled in remedial programs left their classrooms at an assigned time to meet with the Title I personnel.

Mother-Child Home Program

The Mother-Child Home Program was a home-based, early educational and emotional development program. It aimed at preventing educational disadvantage by fostering verbal and emotional interaction--and thus cognitive and affective growth--between pre-schoolers and their parents. A child and either the mother or the father enrolled for a period of two years when the child was approximately two.

In total, the program served 101 children selected on the basis of standardized test results and teacher recommendation. The children received daily instruction on a 2:1 of 1:1 basis.

Early Childhood Education Program

The Early Childhood Education Program was designed for kindergarten and first grade students who needed assistance to overcome serious deficiencies in basic language arts and reading readiness skills.

The program was implemented by six teachers in kindergartens at the Hennessey, Lawlor, Leahy, Leonard, and Park Street Schools and in the first grade in the Arlington and Lawlor Schools.

In total, the program served 101 children selected on the basis of standardized test results and teacher recommendation. The children received daily instruction on a 2:1 or 1:1 basis.

Remedial Reading Program

The Remedial Reading Program offered remedial assistance to students in grades 1-6 who were identified

as having serious weaknesses in basic reading skills. The program was implemented at the Arlington, Hennessey, Holy Rosary (CIP), Holy Trinity, Leahy, Leonard, Park Street, St. Anne, St. Augustine, St. Francis, St. Lawrence (CIP), and Tarbox Schools.

At these schools, 15 teachers instructed 451 students daily. The average student/teacher ratio was 5:1.

Language Development and English As a Second Language Programs

The Language Development Program gave students participating in the transitional bilingual program additional instruction in English language skills. Program activities were conducted at the Arlington, Leonard, Park Street, and Tarbox Schools.

The four language development teachers served 100 students from kindergarten through grade 8. The amount of time that each student received daily varied according to student needs. None of the students received less than 45 minutes of instruction. Selection of students was based on teacher recommendation and standardized test results; students were enrolled in the program if they scored at or below the 25th percentile rank on the screening instrument.

The English as a Second Language Program was designed to help non-English speaking students who were not enrolled in bilingual programs. Classes were held at the Holy Rosary and St. Lawrence Schools. In these schools, 2 teachers instructed 16 students. The average student/teacher ratio was 6:1.

Listening/Expression Program

The Listening/Expression Program sought to develop students' individualized connection-making skills to the point that they used these skills to generate higher level concepts. The instructional format was based on the curriculum developed for the Lawrence Title I Project by the Synectics Education Systems Corporation (SES) and employed the use of metaphor. As stated in the SES materials:

Simple connection - making is innate in K-3 children. They say such things as -- 'A horse is like a cow without horns;' 'I feel sad like a lion in a cage;' 'Rain comes from a crying cloud;' and 'My veins are like the pipes in a sink.' Such associations constitute a bridge that children make between what they already know and what they are trying to understand. When this 'bridge' becomes explicit, meaning and relevance are injected into their process of comprehension and the children have an operational form for communicating what they have comprehended - be it fact or feeling.

The program was implemented at the Hennessey School by two teachers and four aides. A total of 90 students from kindergarten through grade 3 received instruction. Kindergarten students received 25 minutes of instruction daily; students in grades 1-3 attended class 40 minutes per day, 5 days per week.

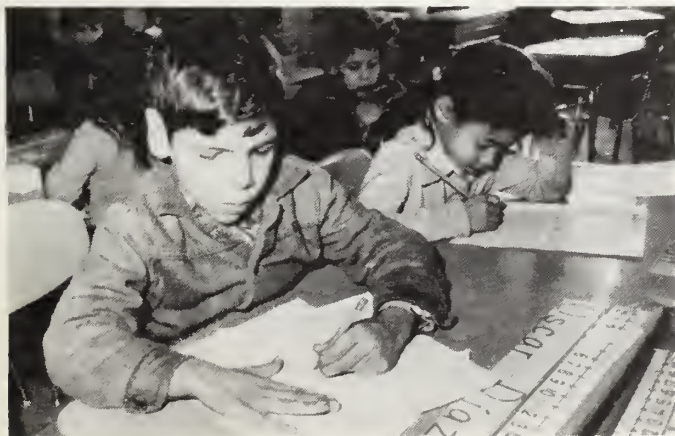
Poet in Residence Program

The Poet in Residence Program was designed to serve fourth, fifth, and sixth grade students in the Leahy, Leonard, St. Lawrence (CIP), and Tarbox Schools. In each school a poet conducted workshops for

a period of 3 days per week for 9 weeks. The poet: teacher: aide: student ratio was 1:2, 2:30, or 1:6.

The poet, who was bilingual, employed language, music, and students' cultures to make learning to write poetry a personal experience. The general goals of the program were to: (1) encourage students to employ language as a means of expression, (2) introduce students and classroom teachers through a variety of disciplines to contemporary poetry and fiction, (3) provide teachers with the opportunity to observe and participate in various techniques for facilitating the understanding of contemporary writing and for inspiring children to read, (4) enable students to recognize the distinct characteristics of poetry, (5) develop the students' self-pride, and (6) demonstrate to students what it means to be an artist in a total creative environment.

In total, the program served 568 students. The breakdown by school and grade is shown in Table 45.



Teacher Aide Program

The Teacher Aide Program enabled a greater percentage of target area students to receive additional remedial reading assistance. Under the direction of Title I and/or classroom teachers, aides worked daily on a 1:1 or small group basis with identified students.

Listed below is the number of teacher aides assigned to each target area school. In total, the 80 aides instructed 899 students.

School Distribution of Aides

School	Number of Teacher Aides
Arlington	8
Hennessey	18
Holy Rosary (CIP)	9
Holy Trinity	2
Lawlor	4
Leahy	4
Leonard	7
Park Street	4
St. Anne	2
St. Augustine	8
St. Francis	2
St. Lawrence (CIP)	5
Tarbox	7

Project Amistad

Project Amistad (Friendship) was implemented for the first time in April, 1975. The Project provided for the interchange of students from two schools -- one with a concentration of Spanish-dominant students and the other with English-dominant students. Students from the English-dominant school first went to the school with a high percentage of Spanish-dominant students. A Spanish lunch was served and students joined in a

day of activities designed to show characteristics of both cultures. In May, the meeting place was reversed.

The general goal of the project was to bring students of different ethnic groups together in a non-threatening situation, improve each participant's awareness of other groups, and develop stronger images. Because the project was so successful, it was expanded.

Three types of activities were implemented during the 1975-1976 academic year. The first involved Vietnamese students from a target area school visiting classes in a non-target area school. Prior to the exchange teachers presented a unit on letter-writing to establish a 'pen pal' relationship. A second unit was presented to the children on different cultural backgrounds, highlighting the countries from which the participating students came.

During the student exchange the Vietnamese students sang to an assembly of fourth graders, and told them about Vietnamese schools, weather, food, and clothing. They led the fourth graders in singing 'This Land is Your Land.' Following the assembly, the Vietnamese students toured the school, went out to recess, and ate lunch with the fourth graders. Responses of those involved with the exchange indicated that it was most successful.

A second type of activity involved taking students from a target and non-target area school together on a field trip. This activity was not as successful as the first, because students tended to stay isolated within their own groups.

The third activity brought individual families of different backgrounds together once a week to learn

conversational Spanish and French. It started by an English-dominant family visiting the home of a Spanish-dominant family. The Spanish-dominant family taught the other family Spanish and vice-versa. The program was expanded so that one group of parents and children met weekly to learn Spanish and another group met weekly to learn French. Several participants' comments follow:

I'm willing to teach because I like the people who want to speak my language. They learn Spanish very well because I know my language well since I learned it in my country. They can teach me English too. We help each other.

This is not for the business man who wants to speak Spanish. This is for families that want to be involved.

It's a super thing if your kids can grow up in Lawrence speaking a language that's spoken in Lawrence. And it's easier for the children to get involved when the whole family is learning the language. A solo commitment makes it difficult.

The children enjoy it, for them it's like a game. It's something parents can enjoy with their children - and it's free.

The value of these activities is obvious to a city with so many different cultural groups. The project should be continued next year.

TITLE VII BILINGUAL EDUCATION

Since September, 1971, bilingual programs of instruction for students in grades 7-8 at the Oliver Jr. High and 9-12 at Lawrence High have been on-going in Spanish and English.

Designated Project **CAPABLE**, this program is financially assisted by the Federal Title VII, ESEA program. During the 1975-76 school year, there were approximately 230 students involved with 14 bilingual teachers and 13 bilingual teacher aides.

Children who speak and comprehend Spanish better than English are given their academic lessons (Math, Science, Social Studies, Spanish, Business Subjects) basically in Spanish. English as a Second Language (ESL) is a basic component of the bilingual program, as the child's English improves, more and more of the daily academic instruction is given in English. Participating students are encouraged to also attend courses in the regular school program and to participate in classes and extra-curricular activities with students who are English dominant and are not involved in the Title VII Bilingual Program.

This approach allows the students to learn the academic subjects in their native language while they are increasing their English skills. It allows them to use their English skills in a secondary school environment as they are ready without having to be dependent upon the English language for learning and understanding. If a student wishes to take, for example, Science in Spanish and Math in English, and is capable, special schedules are easily arranged.

What has Bilingual Education Accomplished in Lawrence?

Each year, the Lawrence School Department has

used an outside team of professionals (Heuristics, Inc.) to evaluate the Title VII Bilingual Program in Lawrence Schools.

The Lawrence Title VII Program has achieved a measurable degree of success at the Junior and Senior levels. Spanish dominant students showed increased reading comprehension skills in their respective second languages, an important step toward achieving the goal of utilization of both Spanish and English in the classrooms. In addition, the evaluators reported that four of the six grade levels were successful in showing growth on the Common Concepts Foreign Language Test. Students were also given the English Oral Production Test. All of the groups at the junior high school level showed significant gains in these skills. Students, as a group, also showed significant growth in Math computation skills.

Larger number of Spanish dominant students are now graduating from Lawrence High School. More students are entering college and other schools of high education.

Transitional Bilingual Education Program

In addition to the Title VII Spanish Bilingual program in the secondary schools, the Lawrence School Department also operates a Transitional Bilingual Program (T.B.E.) in the elementary schools in three language groups, grades 1-6. This program started in January, 1973, with a total of 7 classrooms and has grown to where, during 1975-76, there were 11 Spanish, 2 French and 2 Portuguese bilingual classes housed in 6 elementary schools throughout the city with 290 participating students.

Following state mandated regulations and guide

lines, the purpose of T.B.E. is to house children of limited English ability in the various language groups in self-contained classes, and educate the children to grade level in their native languages while they are learning English as a Second Language. As the child's English ability increases, he is expected to do more and more of his academics in English until, hopefully, at the end of a 3 year stay in the program, the child can now be 'transitionalized' into a standard classroom and be able to compete successfully at grade level with his English-dominant peers.

During this school year, total enrollments of French and Portuguese children have diminished, while the Spanish speaking limited English enrollment increased.



Instructional

	Elementary	Jr. High	Senior High
Principals	15	2	1
Assistant or Vice Principals	1	3	4
Regular Teachers:			
Male	29	34	45
Female	189	58	54
Pre-Kindergarden	1		
Kindergarden - Female	19		
Specialized Teachers:			
Remedial Reading	5	2	2
Speech	1	1	1
Hearing	2		
Perceptually Hdcp	2		
Mentally Hdcp	15	3	
1 Young Adult			
Emotionally Hdcp	2	2	
Pre-School 1			
Guidance Counselors		3	7
School Liaison Officers		2	2
(Title VII)			
Core Evaluation Team	1	1	1
Librarian	1		1
Instructional Aides	83	5	7
Lunch Aides	50		
Maintenance	36	11	14
Food Service	9	8	

BUSINESS DIVISION

	1975-1976 Budget
Salaries	8,181,052
Expenses	1,847,259
Out-of-State Travel	3,000
Grand Total	\$10,031,311

Accounts

Series	Title	
1000	General Control	172,013
2000	Instruction	7,678,940
3000	Other School Services	487,253
4000	Operation & Maintenance of Plant	970,460
5000	Fixed Charges	427,455
6000	Community Services	98,840
7000	Acquisition of Fixed Assets	10,000
9000	Programs with Other Systems or with Other than Public Schools	128,700
	Adult Basic Education	54,650
	Out-of-State Travel	3,000
	Grand Total	\$10,031,311

OTHER SCHOOL SERVICES

3000 Series

	1975-1976 Budget	1976-1977 Budget
Pupil Transportation		
Contracted Services		
To Schools Within City		
Elementary-Public Utility		
(90 students x \$.40 x 180 = \$6,480)	5,760	6,480
Bilingual Students - 6		2,880
Junior High - Public Utility		
(460 Students x \$.40 x 180 = 33,120)	32,400	33,120
Chartered Bus - Oliver	15,000	15,000
Senior High - Public Utility		
(780 students x \$.40 x 180 = 56,160)	65,880	56,180
Handicapped Students		
(139 Students)	50,000	60,410
Special Trips		2,500
G.L.A.R.C.		6,000
Total to Schools Within City	169,040	182,550

[continued]

Pupil Transportation	1975-1976 Budget	1976-1977 Budget
To Schools in Another Town or City		
Elementary Handicapped (42 Students)	50,000	65,987
Other than to and from School		
Athletic Transportation		
Junior High	4,000	1,215
Senior High	10,000	18,968
Field Trips		
Elementary	1,500	2,000
Junior High	500	500
Senior High	500	500
Total other than to and from Schools	19,000	25,683
Municipal Garage	2,500	2,500
Total Transportation	238,040	274,220

EXPENDITURES MADE FROM SCHOOL COMMITTEE APPROPRIATIONS

TABLE 1

Program Identification	Total	Instruc- tional Services	Pupil Transpor- tation Services	Community Services	Fixed Assets	Debt Services	Other School Programs	
		2000	3300	6000	7000	8000	9500	Other 9000
Regular Day Programs	6,885,621	6,608,697	140,270	116,158	20,150		150	196
Special Needs Program	1,432,203	1,033,935	144,138		138,096			116,034
Regular Evening Programs	159,354	19,158		140,196				
Regular Vacation Programs	2,050	2,050						
Occupational Day Programs	404,011	404,011						
Occupational Evening Programs								
Other School Programs	64,761	64,761						
Total Expenditures								
by School Committee	8,948,000	8,132,612	284,408	256,354	158,246		150	116,230

EXPENDITURES BY CITY OR TOWN FOR SUPPORTIVE SERVICES PROVIDED TO PUBLIC SCHOOLS

TABLE 2

Function	Description	Total
1000	Administrative Services	176,639
2500	Library Services	325,586
3200	Health Services	203,177
3300	Pupil Transportation Programs	----
4110	Custodial Services	2,100
4120	Heating of Buildings	305,658
4130	Utility Services	66,282
4210	Maintenance of Grounds	49,426
4220	Maintenance of Buildings	439,886
4230	Maintenance of Equipment	4,943
5100	Employee Retirement Services	----
5200	Insurance Services	133,351

[continued]

Function	Description	Total
5300	Rental-Lease Land and Buildings	----
5400	Debt Service-Current Loans (Interest)	44,800
5500	Other Fixed Charges	132,454
6000	Community Services	26,855
7100	Acquisition and Improvement of Sites	----
7200	Acquisition and Improvement of Buildings	218,255
7300	Acquisition and Improvement of Equipment	----
7400	Replacement of Equipment	----
8100	Debt Retirement (Principal)	165,000
8200	Debt Service (Interest)	44,460
	Total Expenditures	2,338,872

REVENUE FROM ALL SOURCES FOR SCHOOL SUPPORT

TABLE 3

Revenue from the Commonwealth			
School Aid Fund (Chapter 70 as Amended)	\$4,019,230	State Aid to Bilingual Programs	----
State Aid to Member Towns of Regional Schools (Chapter 71, Sec. 16D)	210,099	State Aid to Occupational Programs (Chapter 74)	79,190
State Aid to Pupil Transportation (Chapter 71, Sec. 7A, 7B, 16C and 37D)	81,216	State Aid to Food Services (Chapter 538 and 500)	61,353
State Aid to Tuition and Transportation of State Wards (Chapter 765)	----	State Aid to School Construction	90,551
Racial Imbalance Programs (Chapter 76, Sec. 12A and Chapter 643 and Chapter 636)	100,000	State Aid to Special Needs Programs (Chapter 71B Inserted Chapter 766, Acts of 1972)	372,575
		Miscellaneous State Aid to Education (Ch 69, Deaf and Blind)	10,451
		Total Revenue from the Commonwealth	5024,665

FEDERAL PROGRAMS

TABLE 4

Program		Revenues Received July 1, 1975 June 30, 1976	Total Funds Available	Expenditures July 1, 1975 June 30, 1976	Balance June 30, 1976
P.L.85-864	Title III, N.D.E.A.	4,114	4,114	4,114	-0-
P.L.93-380	Distribution-Educational Innovation and Support	60,680	60,680	60,680	-0-
Title I	Aid to Educationally Disadvantaged	753,378	753,378	753,378	-0-
Title II	Distribution School Library	19,000	19,000	19,000	-0-
Title VI	Grants for Education of Handicapped	17,000	17,000	17,000	-0-
Various	Federal Aid to School Lunch Programs	630,457	630,457	630,457	-0-
P.L.90-576	Occupational Education (92-318)	78,492	78,492	78,492	-0-
Other	E.S.E.A. Title IV Library	19,257	19,257	-0-	19,257
Other	E.S.E.A. O.S.O.E Title V	2,500	2,500	2,500	-0-
Total		1,484,878	1,484,878	1,465,621	19,257

PROFESSIONAL PERSONNEL



Type of Personnel

Administrative

Superintendent
Assistant Superintendent
Business Manager
Director of Elementary Education
Director of Pupil Services
Director of Physical Education
Clerks & Secretaries
Coordinator Special Education
Coordinator Title I
Coordinator Title VII
Director of Adult Education
Coordinator Non Instructional Services
Coordinator Instructional Media & Public Relations
Supervisor Custodians



PUPIL ENROLLMENT

School Membership and Attendance

During 1975 there were 10,330 different children enrolled. The average membership for the year was 8,714. The average attendance was 7,889. This is a decrease of 200 pupils over last year in the total enrollment.

There are 8945 pupils attending school now. The High School numbers 1633.

ATTENDANCE FOR THE YEAR ENDING JUNE, 1976

	1974	1975	Increase or Decrease
Total Enrollment	10,530	10,330	Minus 200
Average Number Belonging	9,010	8,945	Minus 65
Average Attendance	8,190	7,889	Minus 301
Per Cent Attendance	.91	.90	Minus .01
Whole Numbers	9,094	8,945	Minus 149
In High School	1,724	1,633	Minus 91
In Elementary - Jr. High	7,370	7,312	Minus 58
Evening Enrollment			
High School	266	417	Plus 151
Adult Immigrants	160	131	Minus 29

ENROLLMENT AND ATTENDANCE

	Total Enrollment	Average Membership	Average Attendance	Per Cent of Attendance
1966	9,910	8,022	7,463	.92
1967	9,971	8,062	7,570	.93
1968	10,340	8,177	7,562	.92
1969	10,539	8,596	7,753	.91
1970	11,821	9,486	8,562	.91
1971	12,501	9,951	8,795	.90
1972	11,160	9,751	8,658	.91
1973	10,980	9,295	8,074	.90
1974	10,530	9,010	8,190	.91
1975	10,330	8,714	7,889	.90

The Size of Classes

The average number of pupils to a classroom teacher in the grades, reckoned on our customary basis, is at the present time 24.2. Last year at this time it was 28.8. In 13 of the buildings, the average is higher than 24.2 and in 4 it is lower.

AVERAGE NUMBER OF PUPILS PER CLASSROOM TEACHER IN THE ELEMENTARY AND JR. HIGH SCHOOLS

	No. Belonging Oct. 1975	No. of Teachers	Average No. Pupils per Teacher
Arlington	317	11	28.8
Breen	605	21	28.8
Bruce	860	32	26.9
Frost	410	16	25.6
Hennessey	501	16	31.3
Kane Jr. High	503	28	18.0
Lawlor	197	7	29.1
Leahy	540	21	25.7
Leonard	330	16	20.6
Oliver Jr. High	928	54	17.2
Park St.	229	8	27.4
Rollins	291	12	24.3
Salem St.	256	10	25.6
Saunders	240	10	24.0
Storrow	322	12	26.8
Tarbox	440	16	27.5
Wetherbee	301	10	30.1
Totals	7258	300	24.2

Special School not counted

AVERAGE NUMBER OF ELEMENTARY AND JR. HIGH PUPILS PER CLASSROOM TEACHER
OVER TERM OF TEN YEARS

December, 1965	27.9
December, 1966	28.1
December, 1967	28.7
December, 1968	29.3
December, 1969	27.3
December, 1970	28.7
December, 1971	27.6
December, 1972	29.2
December, 1973	30.1
December, 1974	28.8
October 1, 1975	24.2

Progress Through School

In June, 1976, 300 pupils were graduated from the High School and 636 were graduated from the Jr. High Schools.

Of these 636 school graduates, 454 entered the High School in September.

In March 27 pupils were graduated from the Evening High School.

NUMBER OF PUPILS IN EACH GRADE BELOW THE HIGH SCHOOL

	1971	1972	1973	1974	1975
Eighth	718	753	692	808	636
Seventh	764	748	765	677	795
Sixth	761	805	692	807	796
Fifth	787	718	787	814	784
Fourth	732	867	829	822	760
Third	870	889	840	753	833
Second	926	886	811	936	846
First	1086	1054	1003	967	963
Kindergarden	897	931	819	844	845
Ungraded	322	151	247		12
Special				42	42
Total	7863	7802	7485	7370	7312

MEMBERSHIP IN OCTOBER 1975

Arlington	317	Plus 25
Breen	605	Plus 6
Bruce	860	Plus 64
Frost	410	Minus 54
Hennessey	501	Minus 84
Kane Jr. High	503	Minus 1
Lawlor	197	Plus 9
Leahy	540	Plus 7
Leonard	330	Minus 55
Oliver Jr. High	928	Plus 47
Park St.	229	Plus 14
Rollins	291	Minus 94
Salem St.	256	Minus 27
Saunders	240	Minus 7
Storrow	322	Plus 47
Tarbox	440	Plus 23
Wetherbee	301	Plus 9
Special	42	
(Contained Classrooms)	8714	Minus 380

HIGH SCHOOL STATISTICS FOR THE 1975-1976 SCHOOL YEAR

Average Membership	1617
Number of Entering Class	454
Number of Graduates	300
Number of Teachers	109

CERTIFICATES ISSUED DURING 1975-1976

	Fourteen to Sixteen	Sixteen to Eighteen	Total
Students Taking Jobs During Summer	407	450	857
During School Year:			
Students Who Did Not Leave School	106	339	445
Students Who Left School but Continued Education	0	0	0
Students Who Left School and Did Not Continue Education	0	125	125
Total	513	914	1427

PRINCIPALS OF ALL SCHOOLS

Lawrence High School

Peter M. Smith

Junior High

Kane

Carmen A. Iannuccilli, III

Oliver

John J. Wilson

Elementary

Arlington

Barbara I. Dillon

John Breen

Edward F. Parthum

Alexander B. Bruce

John J. Callahan

Robert Frost

Elizabeth T. Murphy

James F. Hennessey

Mary R. Lynch

James I. Lawlor

Genevieve M. Cahill

Francis M. Leahy

Joseph E. Twomey, Jr.

James F. Leonard

Vincent J. Caliri

Park Street

Denise P. McCarthy

John R. Rollins

Claire A. Kennedy

Salem Street

James F. Scully

Daniel Saunders

William R. Carey, III

Charles F. Storrow

Catherine H. Rivet

John K. Tarbox

Joseph X. O'Neil

Emily G. Wetherbee

Charles P. Martin

RETIREMENTS

Name	School	Retirement Date	Began Service
Cahill, Genevieve	Lawlor-Principal	6-30-76	1948
Cain, Frank	Att. Officer	1-31-75	1949
Coyle, Agnes	Special	6-30-76	1957
Donahue, Dorothy	Dir. Home Economics	11-30-75	1930
Ganley, Mildred	Arlington	6-30-76	1958
Hymanson, Shirley	Special	6-30-76	1973
Juley, Cecelia	Oliver	6-30-76	1956
Lynch, Mary	Hennessey-Prin.	6-30-76	1950
McLaughlin, John	Physical Ed.	6-30-76	1942
Pulvino, Joseph	Dir. Ele. Music	10-31-75	1954
Sullivan, Helen	Bruce	6-30-76	1943
Lucy, Mary	Music Supervisor	6-30-76	1943
Robert Dioron	Coord. Industrial Arts	6-30-75	

— NOTES —

LAWRENCE PUBLIC LIBRARY



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